

## Port Royal Elementary

1214 Paris Avenue  
Port Royal, South Carolina 29935

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	357 Students	
<b>Principal</b>	Kay Keeler	843-322-0834
<b>Superintendent</b>	Dr. Phillip J. McDaniel, Interim Superintendent	843-322-2300
<b>Board Chair</b>	Dale Friedman	843-322-2356

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	46	34	3	0

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Below Average	Below Average	No

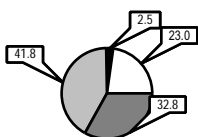
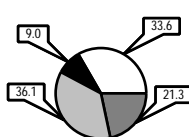
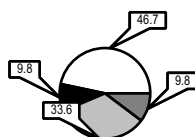
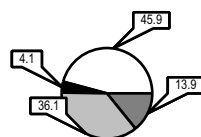
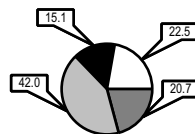
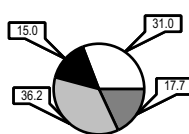
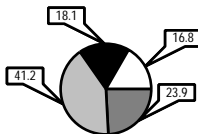
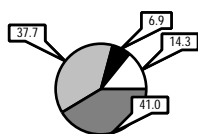
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	133	86.5	14.2	45.3	37.7	2.8	53.8	Yes	Yes
<b>Gender</b>									
Male	71	85.9	14.3	55.4	28.6	1.8	44.6	N/A	N/A
Female	62	87.1	14.0	34.0	48.0	4.0	64.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	76	88.2	13.8	40.0	41.5	4.6	60.0	Yes	Yes
African American	46	82.6	12.1	54.5	33.3	0.0	45.5	I/S	No
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	131	87.0	14.3	44.8	38.1	2.9	54.3	N/A	N/A
Disabled	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	133	86.5	14.2	45.3	37.7	2.8	53.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	86.0	13.5	46.2	37.5	2.9	53.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	80	82.5	11.9	55.9	30.5	1.7	47.5	Yes	No
Full-pay meals	53	92.5	17.0	31.9	46.8	4.3	61.7	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	133	90.2	26.1	40.5	23.4	9.9	41.4	Yes	Yes
<b>Gender</b>									
Male	71	93.0	21.3	41.0	26.2	11.5	42.6	N/A	N/A
Female	62	87.1	32.0	40.0	20.0	8.0	40.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	76	92.1	17.6	35.3	32.4	14.7	51.5	Yes	Yes
African American	46	87.0	42.9	48.6	8.6	0.0	17.1	I/S	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	131	90.1	26.6	39.4	23.9	10.1	42.2	N/A	N/A
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	133	90.2	26.1	40.5	23.4	9.9	41.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	89.9	25.7	40.4	23.9	10.1	41.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	80	87.5	33.3	39.7	19.0	7.9	38.1	Yes	Yes
Full-pay meals	53	94.3	16.7	41.7	29.2	12.5	45.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	133	97.7	46.3	33.9	9.9	9.9	19.8
<b>Gender</b>							
Male	71	97.2	45.3	34.4	7.8	12.5	20.3
Female	62	98.4	47.4	33.3	12.3	7.0	19.3
<b>Racial/Ethnic Group</b>							
White	76	97.4	33.3	37.5	12.5	16.7	29.2
African American	46	100.0	70.7	24.4	4.9	0.0	4.9
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	131	97.7	45.4	34.5	10.1	10.1	20.2
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	133	97.7	46.3	33.9	9.9	9.9	19.8
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	97.7	46.2	33.6	10.1	10.1	20.2
<b>Socio-Economic Status</b>							
Subsidized meals	80	97.5	56.3	26.8	9.9	7.0	16.9
Full-pay meals	53	98.1	32.0	44.0	10.0	14.0	24.0

<b>Social Studies</b>							
All Students	133	97.7	43.8	37.2	14.9	4.1	19.0
<b>Gender</b>							
Male	71	97.2	40.6	35.9	17.2	6.3	23.4
Female	62	98.4	47.4	38.6	12.3	1.8	14.0
<b>Racial/Ethnic Group</b>							
White	76	97.4	33.3	41.7	18.1	6.9	25.0
African American	46	100.0	65.9	26.8	7.3	0.0	7.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	88.9	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	131	97.7	43.7	37.8	14.3	4.2	18.5
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	133	97.7	43.8	37.2	14.9	4.1	19.0
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	129	97.7	43.7	37.8	14.3	4.2	18.5
<b>Socio-Economic Status</b>							
Subsidized meals	80	97.5	47.9	36.6	12.7	2.8	15.5
Full-pay meals	53	98.1	38.0	38.0	18.0	6.0	24.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	36	100.0	30.3	27.3	42.4	0.0	42.4
	4	49	100.0	30.0	45.0	22.5	2.5	25.0
	5	39	97.4	31.4	48.6	20.0	0.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	40	82.5	13.8	31.0	48.3	6.9	55.2
	4	39	89.7	18.2	42.4	39.4	0.0	39.4
	5	54	87.0	11.4	56.8	29.5	2.3	31.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	36	100.0	15.2	60.6	18.2	6.1	24.2
	4	49	100.0	37.5	40.0	17.5	5.0	22.5
	5	39	94.9	38.2	38.2	14.7	8.8	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	40	82.5	20.7	31.0	44.8	3.4	48.3
	4	39	94.9	17.1	45.7	22.9	14.3	37.1
	5	54	92.6	36.2	42.6	10.6	10.6	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	36	100.0	42.4	39.4	15.2	3.0	18.2
	4	49	100.0	50.0	35.0	10.0	5.0	15.0
	5	39	97.4	57.1	28.6	8.6	5.7	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	40	92.5	42.4	33.3	15.2	9.1	24.2
	4	39	100.0	40.5	37.8	10.8	10.8	21.6
	5	54	100.0	52.9	31.4	5.9	9.8	15.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	36	100.0	12.1	60.6	21.2	6.1	27.3
	4	49	98.0	35.0	55.0	7.5	2.5	10.0
	5	39	97.4	40.0	45.7	8.6	5.7	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	40	92.5	30.3	45.5	21.2	3.0	24.2
	4	39	100.0	27.0	35.1	29.7	8.1	37.8
	5	54	100.0	64.7	33.3	0.0	2.0	2.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 357)</b>				
First graders who attended full-day kindergarten	95.5%	Down from 100.0%	100.0%	100.0%
Retention rate	3.0%	Up from 1.3%	2.7%	2.8%
Attendance rate	97.4%	Up from 96.7%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.8%	Down from 11.4%	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.6%	0.3%	0.0%
Eligible for gifted and talented	12.9%	Up from 0.0%	15.2%	10.4%
On academic plans	40.2%	N/AV	27.9%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	7.3%	Down from 9.0%	7.3%	7.5%
Older than usual for grade	0.0%	Down from 1.3%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 28)</b>				
Teachers with advanced degrees	35.7%	Up from 28.6%	55.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.3%	N/A	2.7%	2.4%
Teachers with emergency or provisional certificates	4.5%	Down from 7.1%	0.0%	0.0%
Teachers returning from previous year	82.6%	Down from 89.3%	88.6%	87.3%
Teacher attendance rate	96.3%	Up from 96.0%	95.1%	94.9%
Average teacher salary	\$40,171	Up 2.3%	\$42,944	\$42,485
Prof. development days/teacher	19.3 days	Up from 13.8 days	12.7 days	13.3 days
<b>School</b>				
Principal's years at school	5.0	No change	6.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 20.7 to 1	19.6 to 1	18.6 to 1
Prime instructional time	92.1%	Up from 89.4%	90.1%	89.7%
Dollars spent per pupil*	\$5,857	Down 6.1%	\$6,110	\$6,557
Percent of expenditures for teacher salaries*	61.7%	Down from 64.5%	64.7%	64.0%
Percent of expenditures for instruction*	65.9%		69.0%	69.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This year brought exciting changes to our school as we added five full-time positions and welcomed seven new teachers due to teachers moving out of the district, retiring from teaching, and attending graduate school full time. With the district's calibration of faculty needed, we received full-time music and P.E. teachers as well as three additional classroom teachers. Classes consisted of pre-kindergarten, kindergarten, multi-age first and second grades, straight first and second grades, third grade and multi-age fourth and fifth grades to help us continue teaching the children on continuous progress. With our curriculum based on the guiding themes of the International Baccalaureate Primary Years Program (IB-PYP) and South Carolina Standards, the teachers in the upper grades team-taught to assure that all standards were met in all subject areas. As stated in our school's strategic plan, we will proceed to straight third, fourth, and fifth grades for the school year 2006-2007 to better meet the standards provided by the state.

This year was an action-oriented year with the students, parents, and staff contributing over \$10,000 to charities and special needs. The fifth grade class was also very involved with action through their fifth grade exhibition projects that made them aware of needs around the world. Problem solving and critical thinking came into play with inquiry units for all ages. School-wide celebrations at the end of sessions and a sharing of portfolios along with set and requested conferences kept parents informed as to how the children were doing. Data teams tracked groups to accelerate, and tutoring after school, during the school day, and during intersessions emphasized the need to learn reading strategies and math skills. We are very proud of the way our children worked this year and the attention that was given to assigned work. Their assessments of themselves with the IB-PYP student profile also supported our thinking.

Title I funds provided for an hour of homework for children needing or requesting this service and instructors consisted of certified teachers, assistants, and students from the local university. A science lab kept our children engaged and excited about science, and the early childhood flourished. We also had a part-time reading teacher who taught the children the Wilson method in reading. Due to teacher and parent surveys that stressed the desire for more reading assistance, we have accepted the opportunity to become a Reading First school next year, where teachers and staff will be trained in intense reading strategies, and new learning opportunities will be made available to our students and faculty. Volunteers continue to be active at our school with over 300 volunteer spots filled. The local firemen and police made regular visits to our school to promote relationships within the community. Marines and volunteers from a local bank as well as parents served as mentors and came weekly to talk with the children, read with them, and to mentor social skills.

Grants facilitated our science lab with a study of the local environment to expand the children's knowledge of science. Adding geography to the related arts schedule also added hands-on experiences with the world around us. We as a faculty and school community have made decisions this year that differed from the past due to growth in staff numbers and student population. We are ready to move forward, pushing our children to raise expectations for themselves and each other, keeping the standards as a guide while embracing the philosophy of the IB-PYP schools and the whole child. This year is completed and the best is yet to come!

Kay Keeler, Principal  
Nancy Promislow, CMC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	19	49	39
<b>Percent satisfied with learning environment</b>	89.5%	87.8%	92.1%
<b>Percent satisfied with social and physical environment</b>	94.7%	89.8%	87.2%
<b>Percent satisfied with school-home relations</b>	100.0%	91.8%	94.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.